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ABSTRACT

This brief guide describes the Career Planning Support System (CPSS), a career guidance management system designed to be integrated into a high school's operations and also designed for district or state application. The guide covers the following aspects of CPSS: (1) the CPSS perspective and five skill categories (self-awareness, social awareness, and personal decision making; career exploration; job acquisition and adjustment; education and training exploration; and education and training acquisition and adjustment); (2) the CPSS process (three steps); (3) benefits; (4) cost, personnel needs, and equipment and supplies; (5) information on field testing; and (6) an availability statement. (SH)

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CPSS

DECISION GUIDE

2

Career Planning
Support System

IT'S OUR RESPONSIBILITY	**Why Career Guidance?** Generally, American education is held responsible for preparing literate, productive citizens. For many students, this means getting a job or not getting a job. Preparing the citizen/employee today is a difficult task in our dynamic society; there is no indication it will become easier. Schools must prepare students to cope with changes that affect their working lives. Besides the 3-Rs, students need sound career skills for their personal development.

A UNIQUE APPROACH	**Here Is a Way to Help Them . . .** The Career Planning Support System (CPSS) is an innovative approach to improving high school career guidance programs. It seeks to overcome the traditional problems associated with depending exclusively on guidance counselors to provide all career guidance services. CPSS shows a school how to build a comprehensive career guidance program based primarily on student needs. CPSS guides, rather than prescribes, the upgrading of the career guidance program. It is a bold approach to being accountable to students, parents, and taxpayers. CPSS is a career guidance management system designed to be integrated into the school's operations. It is not intended as a short-term, here-today-gone-tomorrow program. Additionally, CPSS can be used beyond the school as an operational career planning model for district or state application.

IT'S YOUR DECISION	**Should Your School Adopt CPSS . . .** Hopefully, you have decided CPSS is appropriate for your school. We, at The Center, believe any high school can improve its career guidance services with the Career Planning Support System. Why not share this booklet with your colleagues? See what they think. Also, feel free to contact the CPSS developers at The Center for Vocational Education for additional information. Ordering information for the CPSS materials appears at the back of this booklet. Before your CPSS set arrives, select your program coordinator. When the materials are delivered, the coorindator will find complete instructions for starting and continuing CPSS in the *Coordinator's Training Guide*. In the meantime, your CPSS coordinator should read this booklet.

FIELD ASSISTANCE	**Technical Services . . .** While CPSS is designed to be self-installable, The Center does offer technical assistance to schools implementing and using CPSS. Qualified representatives of The Center will assist in preparing your school coordinator and other key staff to use CPSS or troubleshoot problems that may arise. Workshops are available for schools or educational agencies. Specific services (and costs) are identified in response to your request for assistance. For information about these services contact: CVE Publications The Center for Vocational Education 1960 Kenny Road Columbus, Ohio 43210 (614)486-3655

THE CAREER PLANNING SUPPORT SYSTEM
Published by The Center for Vocational Education

Career Planning Support System (Complete Set of CPSS: RD 119—$80.00)

Coordinator's Training Guide (RD 119 A—$4.40). A self-instructional training guide for the CPSS coordinator.

Coordinator's Handbook (RD 119 B—$6.25). Step-by-step procedures for managing and implementing CPSS in the high school.

Camera-Ready Forms (RD 119 B/M—$7.40). A reproducible copy of each form needed for the questionnaires, instructions, CPSS Program Information File, etc.

Advisory Committee Handbook (RD 119 C—$1.75). Defines the responsibilities and duties of the Advisory Committee members. (Complete set includes 10 copies.)

Assessing Resources (RD 119 D—$4.50). Guides the resource leader in directing a task force to collect information on and account for the use of resources in the school and community.

Assessing Needs: Surveying (RD 119 E—$1.90). Provides instruction for preparing, administering, and collecting questionnaires for students, graduates, parents, and faculty/staff. (Complete set includes 5 copies.)

Assessing Needs: Tabulation (RD 119 F—$3.80). Instruction in manually tabulating data collected on questionnaires. (Complete set includes 5 copies.)

Analyzing Methods (RD 119 G—$1.75). Directs the methods specialists about the availability and application of guidance methods and how to integrate this knowledge during the construction and review of career development units.

Manual for Writing Behavioral Objectives (RD 119 H—$3.25). A self-instructional resource for the behavioral objectives specialist.

Writing Behavioral Objectives (RD 119 I—$1.75). Informs the behavioral objectives specialist about the function of behavioral objectives in the construction of career development units.

Producing CDUs (RD 119 J—$1.90). Provides direction for developing career guidance/development activities. (Complete set includes 10 copies.)

Filmstrip/Audio Tape Presentations (RD 119 K—$15.00).

AV-1: "An Orientation to CPSS"—Designed to orient interested persons or special groups to CPSS.

AV-2: "Shaping Program Goals"—An overview of how the needs and resource assessment lead to goals for your school.

AV-3: "Behavioral Objectives"—Used with the behavioral objectives manual.

AV-4: "Producing CDUs"—An overview of the career development unit process.

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STUDENT CENTERED CAREER GUIDANCE

The CPSS Perspective . . .

CPSS focuses on the essential skills that students need for their career development—skills that enhance a student's ability to make decisions about and pursue his/her own career goals and skills that have lifelong application.

Many necessary career development skills can be identified. Your school may already have selected some. CPSS identifies five skill categories as fundamental for students' career development.

- *Self-Awareness, Social Awareness, and Personal Decision Making*—skills needed to better understand self-interests, abilities, and values, and to make personal career decisions.
- *Career Exploration*—skills needed to find meaningful information about occupations.
- *Job Acquisition and Adjustment*—skills needed to locate, obtain, and adjust to a job, whether it be the first or a subsequent job.
- *Education and Training Exploration*—skills needed to find information about schools that further one's education beyond high school.
- *Education and Training Acquisition and Adjustment*—skills needed to locate, enter, and adjust to a school.

These five categories, from the perspective of CPSS, represents the minimum career development skills a school's curriculum should address. They provide a nucleus for future program goal development.

CPSS is flexible enough that other goals may be added or substituted freely. If your high school, school district, or state department of education is committed to other career development skills, you will find CPSS can easily accommodate most positions.

A

SYSTEMATIC

APPROACH

The CPSS Process . . .

1. PLANNING

Organizing for CPSS: Leadership is required to begin planning and to sustain the effort to upgrade a career guidance program. One person, using CPSS as a management technique, coordinates activities. This coordinator can be a guidance specialist or another professional of the school staff.

The principal, as with any successful schoolwide activity, must play a clear and supportive role in the execution of CPSS. The principal and the coordinator must work cooperatively throughout the CPSS process.

A permanent Steering Committee (5-7 members), an Advisory Committee, and two temporary task forces are formed from representatives of the faculty, students, and the community. Activities are designed to involve each person and to share the work load.

Identifying Needs and Resources: Task forces, using survey questionnaires, collect, tabulate, and interpret data from parents, recent graduates, students, and faculty on student career development needs. Strengths as well as deficiencies in the school's career guidance program are assessed.

School and community resources for supporting student guidance activities are inventoried, accounted for, and evaluated to optimize their efficient use.

Shaping Goals: Using survey data, the Steering Committee formulates goals to meet students' career development needs. Core goals are identified in the CPSS along with instructions for writing additional goals.

The skills, knowledge, and attitudes students should have are defined by the goals that are developed. The CPSS procedure insures that each goal is a significant response to student needs identified by the survey.

Goals are then made more specific and measurable by preparing behavioral objectives. CPSS provides self-instructional guidelines for writing these.

Incremental Expansion: The number and type of goals to be implemented are matched to existing resources. The program is expanded as additional supportive resources become available.

2. IMPLEMENTATION

Moving Plans to Action: There are usually alternative methods to achieve program goals and objectives. The task is to choose instructional or guidance methods that are most appropriate for students. CPSS helps to choose effective methods which use school resources efficiently.

Goals, objectives, methods, and resources are blended into learning activities called career development units (CDUs). A CDU attempts to achieve one or a closely related set of career development goals. CDUs state behavioral objectives for each goal, instructional methods and resources for each objective, and a strategy for implementing the units into the curriculum.

3. EVALUATION

Assessing the Guidance Program: Three levels of evaluation take place in CPSS.

First Level—CDUs are evaluated at their completion to determine whether students achieved the expected outcomes. Additionally, assessments by teachers and students about the usefulness of the CDU are recorded.

Second Level—An annual program review is conducted for all CDUs. The program's effectiveness is assessed and a plan for the coming year is developed. The CPSS process continues developing and modifying CDUs.

Third Level—Reassessment of the total program is suggested every two to three years. The CPSS process is reinitiated to determine changing career development needs of students and to adjust the career guidance program to accommodate these changing needs.

The CPSS process continues to improve the school's career guidance program incrementally by responding to its students' changing career development needs while maximizing the use of available resources.

AN

UPGRADED

PROGRAM

What It Does for You . .

Many benefits, to the school and to its students, result from the application of CPSS.

- Increased student and staff participation in the career guidance program
- A set of student career development needs
- A descriptive record of school and community resources available to support career development activities
- A prioritized list of career development goals for students
- A number of behaviorally stated objectives designed to achieve goals
- Locally developed instructional or guidance strategies and methods (career development units) designed to achieve career development goals for students
- A capability to plan, implement, review, evaluate, and upgrade career development activities on a continuing basis.

Most of these results occur within one school year; others may take longer. The degree to which benefits become evident, of course, is directly related to how actively students, teachers, administrators, and counselors become involved in the CPSS process.

Continued use of CPSS will enable you to know your students' career development needs and to design strategies to meet those needs. In time, by effectively applying the CPSS process, the ultimate outcome—graduates with career development skills to become productive citizens/employees in our society—can be realized.

YOUR SCHOOL'S COMMITMENT

The Career Planning Support System

The cost of a complete set of CPSS materials to implement the program is $80.00. A detailed listing of the materials is shown at the back of this booklet.

School Personnel

The approximate number of staff positions and estimated time requirements over a one-year period are:

- A CPSS school coordinator at 50 percent time. (This should be viewed as part of his/her normal school responsibilities when considering school outcomes and benefits.)
- Five to seven Steering Committee members (3-5 faculty/staff and 2 students) at an average of one and one-half hours per week.
- Forty task force members (16-20 faculty/staff and 18-20 students) at an average of 2 hours per week for 8-10 weeks.

An individual may serve in more than one position. Also, the number of CPSS team members may be scaled downward if the school population is less than 600.

School Equipment and Supplies

Supplies and equipment needed during the first year of CPSS include:

- Printing/Duplicating
  - —questionnaires—impressions totaling approximately 8.5 times the student population
  - —miscellaneous—approximately 200 impressions.
- Postage (if questionnaires are mailed)
- Office supplies (excluding reproduction paper)
  - —two reams of letterhead
  - —1,400 business-size envelopes (school logo)
- Equipment—filmstrip projector/cassette tape player (remote control and synchronizing capacility optional)

Supplies needed during subsequent years of using CPSS will be at a reduced level.

A
PROGRAM
THAT
WORKS

Student Oriented Career Guidance . . .

The Career Planning Support System was developed and field tested over a five-year period by The Center for Vocational Education under the sponsorship of the National Institute of Education.

Twelve states participated in a two-year (1974-76) field test of CPSS. Thirty-eight individual schools, ranging from rural schools of less than 100 students to large urban/suburban schools of more than 2,000 students, completed the testing. Career guidance services were reportedly improved during the field test and more than 500 career development units were generated by the schools.

CPSS is a student-oriented career guidance program based on the experiences of this field application.

CPSS FIELD TEST SITES
1974-76

State Department of Education Coordinators	*School Coordinators*
	ALASKA
Wanda J. Cooksey & Vern Williams, Guidance Services Section, Juneau	Meri Holden, Kodiak-Aleutian Regional High School, Kodiak Duane Lones & Saundra Porter, Susitna Valley High School, Talkeetna Jean Long, Wasilla High School, Wasilla
	ARIZONA
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State Department of Education Coordinators	*School Coordinators*
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Marion Starr, Guidance Services, Jefferson City	Bill Morice, Central Senior High School, Flat River Jim Telken, Normandy Senior High School, Normandy Edna Fincher, Park Hill Senior High School, Kansas City Bill Sparks, Parkway West Senior High School, Ballwin Tom Arni, Rock Bridge Senior High School, Columbia
	MONTANA
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	NEW HAMPSHIRE
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	NORTH CAROLINA
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	OHIO
Richard Green, Guidance & Counseling, Columbus	Melissa Cummins, Garfield High School, Garretsville
	UTAH
Russel Whitaker, Paul Warner, & Scott Orme, Pupil Personnel Services, Salt Lake City	Grant Johansen, North Sanpete High School, Mt. Pleasant Ken Littlefield, Ben Lomand High School, Ogden
	WASHINGTON
Carol Penny & Darrell Hines, Pupil Personnel Services, Olympia and Seattle	Barbara Gregory, Issaquah High School, Issaquah Robert Hansen, Mark Morris High School, Longview Robert Lingow & Helen Lieberg, West Valley High School, Spokane Liela Nicholas, Interlake Senior High School, Bellevue Doris Smith, Walla Walla High School, Walla Walla

CPSS Decidion Guide is designed to help you reach a decision about using the Career Planning Support System, a positive, rational approach to delivering career guidance.

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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